Teaching Reform and Practice in the Curriculum of the Management Information System Based on Group Cooperative

Ying Chen

ZheJiang A & F University, Zhuji, China

Email: cy_eagle@tom.com

Abstract—**This paper analyzes many teaching challenges bought by the nature of curriculum of the Management Information System, as well as the problems which are prevalent in the process of teaching causing poor teaching effect. What's more, this paper proposes that using he team cooperative learning way, combining with the real cases, and carrying out the teaching reform measures such as curriculum design to promote the student team ability, strengthen students' ability of analyzing and resolving problems, then improve the teaching quality and teaching level.**

Index Terms—**The Management Information System, Group Cooperative, Team learning, Teaching Reform and Practice in the Curriculum**

The management information system is a more comprehensive edge discipline, which integrates the management science, information science, system science, computer science and other disciplines. Besides, it is a required course concerning various professions including information management, information management and information system specialty, utilities management, and economic. Its property belongs to those more practical professional courses which closely link to basic knowledge and professional knowledge and the course requires the students learn theoretical knowledge to use in practice. But it is common to have predicament in the actual "management information system" course teaching, such as students lacking of learning enthusiasm, earning passively and poor effect of classroom teaching, which forms the big contrast between social demand and the teaching of curriculum of the management information system. Therefore, teaching reform should be conducted urgently in order to strengthen the exploration, research and practice and eliminate the awkward situation in the teaching of curriculum of the management information system, and establish the education teaching model that is putting the students in the first place, focus on the interaction between teachers and students, combination of theory, practice and application [1].

I. THE CHALLENGE FOR TEACHERS WHO TEACH THE COURSE OF MIS

The course of management information system is a more theoretical course, in which students' learning enthusiasm and initiative is not high and they who study for exams generally believe that the management information system course is abstract, boring and difficult to learn, especially for student majored in information. Most students tend to produce the negative feelings at the beginning of the course. In addition, students usually poorly and passively accept the theory in the absence of perceptual knowledge, not to mention putting the learning theory into the practice[2].

On the other hand, there are few cases and examples of books related to teaching materials of the management information system in recent years. The textbooks mostly emphasize the theory, which are far beyond the students who are not in the job post, lack of the enterprise concept and management experience in the aspect of content and background, even for the management specialized student. The prophase survey of a project cannot run smoothly because students often feel do not know how to start when they are faced with practical problems. Meanwhile, teachers' preparation of this course increase, the choice of teaching content and organization become a difficult task because of the rapidly changing of disciplines and fields related to the course of management information system. Obviously, only using the traditional teaching methods or single teaching methods is difficult to work effectively if teachers of this course respond to these challenges in order to improve the quality of teaching. Therefore, the reform of teaching contents, teaching modes and methods, a large number of case studies based on group cooperative learning mode will help students to integrate theory with practice, fully mobilize students' learning enthusiasm, initiative, and enhance students' teamwork spirit as well as cultivate students' ability to analyze and solve problem, turn students' passive learning into active learning, thus improve the quality of teaching better [3].

II. IMPORTANT STRATEGY TO IMPROVE THE TEACHING EFFECT

Team learning started in the United States in the early 1970 s. Team cooperation is based on the theory of modern education technology, studies and uses the classroom teaching team relationship as the basis, and combines with case design, target design as the guide, What's more, it uses team cooperation as the basic power, and takes teachers, students in group activities as

the basic teaching form. Besides, it adopts group scores for evaluation standard, a standard reference evaluation as the basic means, in order to improve the students' academic performance, promote the students to form outstanding non-cognitive quality. So team cooperation soon caught the attention of the countries all over the world, became one of the mainstream of contemporary teaching theory and strategy, and was praised as the most important and most successful in recent decades the teaching reform[4].

It is necessary to lead team cooperative learning into teaching the course of management information system. Each team should take actual system as the examples, begin from demand planning, system analysis, system design to system implementation throughout the teaching of the course. At the same time, it allows students imitate different role in the team (e.g., project manager, marketing manager, development manager, etc.), during which participates should make concrete analysis the case about the content, give analysis and planning advice to the problem, so that the students can actively accept theory knowledge on the basis of the perceptual knowledge, apply the boring theory into the process of team work practice flexibly. Consequently, it causes that the student can solve the problem, analyze problem actively, and thus greatly improve the students' team cooperation ability. Last but not least, it also strengthens the teacher control ability and the interaction between teachers and students, so as to play an important role in promoting teaching effects[5].

III. THE MAIN RESEARCH CONTENT OF THE COURSE OF MIS BASED ON GROUP COOPERATIVE

The content contains innovating teaching methods, designing teaching content reasonably, emphasizing on the main point and difficulty. During the teaching process, project management method is applied to the management team cooperative learning, so as to improve the students' learning initiative, strengthen students' team cooperation spirit. What's more, the gantt chart method is adopted in teaching evaluation and the concrete research content is mainly from two main body of teachers and students.

For the student group, the main research contents include:

(1) The cultivation of students' team spirit. The way used in the teaching of curriculum of management information system is based on team as the basic unit, therefore requires team members must have team spirit. Team is the first step, and the students are free combination, at the same time teachers have to supervise students. Advantage of this approach is: all members are voluntary to become a member of a team, and team members can learn from each others' strong points and make up for each other's weak point.

(2) The training of Team learning ability. It takes localized cases as the teaching content for each chapter in the classroom, in order to improve theory accomplishment, and by analyzing the case, to solve the problems existing in the case. Thus the students can learn

from each other in the team cooperation, and promote the students' team cooperation ability.

(3) It needs developing and designing actual system on the basis of teamwork, integrating book content and strengthening students' team learning ability. Small case teaching only trains for team cooperation learning ability, and it is very important for students' mastering the basic concepts of management information system and the principle, method and so on. But the case alternates between the chapters, lacking of something systematic and comprehensive. To this end, each team should take actual system as the examples; begin from demand planning, system analysis, system design to system implementation throughout the teaching ofthe course. Besides, each team should highlight theory and method of the course of management information system in each teaching link, so as to make theory guide practice, make the students actively accept the theory of knowledge on the basis of the perceptual knowledge. At the same time, in each link of the development of the life cycle of management information system, make student in the team imitate different roles (such as a project manager, marketing manager, development manager, etc.), and make student work out a concrete analysis on the contents of the case of actual system, put forward the planning and analysis, thus to make sure that student can accept the most vivid and direct education, increase the students' perceptual knowledge, also greatly improve the students' team cooperation ability.

The main contents researching on teacher group include:

(1)It is necessary to fully understand the advantages and disadvantages of each student in order to reduce the unreasonable phenomenon of student teams. If the teacheres don't understand the characteristics of each student, it will cause the student to participate in disequilibrium and arise the free-rider problem, also can bring poor communication between students with good grades and students with poor grades, even appears inharmonious situation between students.

(2)Teachers should strengthen process control of the team cooperation learning. Teacher is a collaborator of student learning, a guider and participant, and more interactions between teachers and students are needed in group cooperation learning teaching process. Therefore, the teacher should learn to intervene student team at the appropriate time to ensure students' team cooperation study can be carried out in accordance with the right side. Teachers should do as followings: first, choose the appropriate time, elaborate study content, take the key and difficulty as the content of the cooperative learning, specify objectives, tasks, rules of cooperation and grasp the good opportunity of cooperation and cooperation content. Secondly, teachers should do the proper guidance, so that the students can link new information to prior knowledge experience, and teachers should provide the necessary help for the students to find the way to solve the problem as soon as possible in order to realize the knowledge transferring. Besides, teachers should give proper guidance to make cooperative learning go further

when obstacles arise in cooperative learning. At last, teachers should ensure the time of cooperative learning. Because students take a period of time to come into state in cooperative learning, teachers must give students some time to get into the role and provide full time for student to fully explore.

(3) Teachers should apply project management approach for managing cooperative learning process. First of all, teachers should carry on the detailed demand analysis, determine the teaching objective and teaching focus, determine the expectations of students and balance the needs of consideration as far as possible. Secondly, Teachers should establish a detailed schedule for the overall planning, understand the teaching content, students practical ability and the characteristics of the students' thinking in particular. And teachers should carefully select teaching cases, teaching content as well as design the teaching plan. What's more, teachers should make prospective forecast for the possible problems in the process of cooperative learning, in order to actively respond to emergency and reduce the wastage of the invalid time. Finally, teachers should summarize the problems in the teaching and draw lessons after learning, so that get a continuous learning improvement in future.

Teachers should attach great importance to the scientific evaluation method. For students in team learning, teachers should not take scores as final evaluation basis, but take the improvement of the ability to solve the problem in the team as the main evaluation basis, so teachers should give scientific and reasonable evaluation of the cooperative learning. The way applied at present is, gantt chart way, that is schedule in different stages and related planning are namely designed by the team, and the common evaluation of each team leader is given by teachers. The biggest advantage of this approach is that each member of each team has a clear division of labor, which is convenient for the supervision and evaluation.

IV. THE PRACTICAL APPLICATION OF THE COURSE OF MIS BASED ON GROUP COOPERATIVE

Professions in our department which takes the courses of management information system as the core course are: information management and information system, public utilities management, business administration, etc. The course of management information system in the professions which based on group cooperative learning such as information management and information system, public utilities management start trying to implement. There are 130 students in four classes, and each team includes five students. Each team has a pointed group leader, and each group is assigned a project case. By this way, students begin to team learning. There are good reflections among students since it has carried out from this month. The specific way is:

(1) In the aspect of teaching method, teachers should fully understand the students' personality, improve the teaching mode continually, and help the students to form a team reasonably. In the process of team learning, teachers should not only do the right guidance, but also enhance the capacity of regulation, so as to promote the improvement of teaching quality.

(2) On the teaching content, teachers should innovate teaching content, design the course case reasonably, elaborate study content and take the key and difficult points as the main content of team learning. what's more, specify the objectives, tasks, rule of cooperation , so as to facilitate students better grasp the opportunity of cooperation and cooperation content.

(3) As for teaching means, teachers should apply the project management method to the process of the management team cooperation. Teachers should focus on balancing the teaching goal, main points of teaching and students' expectations, and then establish a detailed schedule for the overall planning. Teachers should make prospective forecast for the possible problems in the process of cooperative learning, in order to actively respond to emergency and reduce the wastage of the invalid time.

(4) As for teaching evaluation, teachers should attach great importance to the scientific evaluation method, in order to ensure fairness and justice to each of the students. Teachers should enhance students' interest in learning, at the same time, make students like the team cooperation study more, thus lay a solid foundation in collaboration with others when students go into society in the future.

Whether it is the way of student's study or from the aspects of teachers' teaching ideas, the adoption of team cooperative learning strategy and learning styles in the classroom is a big change.

In actual teaching, if the organization is poor or doing inappropriately, it will tend to make it become a mere formality. Thus, teachers should give full play to the effectiveness of cooperative learning to put team cooperative learning into practice.

V. CONCLUSION

In two years of project implementation, the class 121-122 from profession of information management and information systems, 65 students, class 121-122 from profession of public enterprise management, 65 students, level 13 from profession of information management and information system and profession of public utilities management will become the direct scope of implementation and the beneficiaries. They have more project management experience in addition to the team become cooperation experience, at the same time they will become the backbone of the next e-commerce design competition of Zhejiang province and main participants in service outsourcing innovation application competition of Zhejiang province.

There are three aspects in characteristic and innovation of the curriculum of the management information system based on group cooperative learning. First, for the teaching methods, teachers should fully understand students' individual character, teach according to their aptitude, and teach by way of case analysis and resolution are completed by team . Secondly, for the Teaching content, teachers should apply project management approach for managing cooperative learning process, ensure the design of teaching case reasonable, highlight the main point and the difficulty, and make student apply the study content. At last, for the teaching method and evaluation, teachers should attach great importance to the scientific evaluation methods, use Gantt chart in teaching evaluation. By this, each member of each team has a clear division of labor and it is convenient for the supervision and evaluation. Its application value lies in: on the one hand, learning based on group cooperative can fully mobilize students' learning enthusiasm, initiative, and strengthen students' team cooperation spirit as well as improve the teaching quality. On the other hand, it facilitates students to participate in the competition, at the same time; it enables students' social role transformation by providing for practice of scenario simulation.

REFERENCES

[1] Guo Yi, "The analysis of application of cooperative learning in the teaching management information system." *Journal of Inner Mongolia institute of finance and economics (comprehensive),* 6,6,34-35(2009).

[2] Lv XinMin and Zhang JinCheng, "Economic management specialty "management information system" teaching and research." *Chinese management informationization*, 9,64-70(2006).

[3] Danilo Sirias, "Combining Cooperative Learning and Conflict Resolution Teachiques to Teach Information Systems." *Journal of Education for Business* January/February.5,153-157(2005).

[4] Wang RuiMei, Zhang JianLin and Wang SuoZhu. "Management information system course teaching reform research." *Journal of computer education*.5,14-17(2010).

[5] Zhang XiaoHua. "Based on ERP sand table simulation course teaching thinking." *Journal of cooperation in economy and technology*, 4,126-128(2010).

Ying Chen , 1977-11, Qiyang,Hunan,
Current position, grades:
ZHEJIANG A & F UNIVERSITY, JIYANG COLLEGE, lecturer
University studies: graduated from Hunan Normal University as a post graduated student major in Computing
Scientific interest: Computing; Marketing Information
Publications: The Research of Sharing Platform of the Agricultural Production and Marketing Information Based on Cloud Computing. This paper belongs to the project of the "Ministry of Education of Zhejiang", No.Y201225590.
The Countermeasures of the Management of Quality and Safety of Agricultural Products in Zhejiang Province Based on PLM.This paper belongs to the project of the "Natural science fund project of Zhejiang", No.12YJA870008.
Study on the Supply and Demand Information of Agricultural Products Based on Hadoop Model. This paper belongs to the project of the "Tianmu College research projects", No.TMYY1202.
Experience: working at ZHEJIANG A & F UNIVERSITY, JIYANG COLLEGE as a lecturer.